DOCUMENT RESUME

ED 298 923 IR 013 308

AUTHOR Austin, John H.; Titus, Amy A.
TITLE Some Pointers on Instructional Development in the International Arena.
PUB DATE 84
NOTE 10p.; In: Instructional Development: The State of the Art, II; see IR 013 273. For volume I, see ED 292 444.
PUB TYPE Guides - Non-Classroom Use (055) -- Reports - Research/Technical (143)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Case Studies; *Consultants; *Cultural Context; *Developing Nations; Foreign Countries; *Instructional Development; *Intercultural Communication; *International Organizations; Technical Assistance
IDENTIFIERS *United Nations

ABSTRACT

Focusing on the process of performing instructional development in the international arena, this chapter discusses how to become involved in international projects, organizations sponsoring such work, and special problems commonly encountered in international consulting. Pointers on how to prepare are given, as well as communication and cultural sources for problems associated with communication in an intercultural setting. A case study applying these concepts is described, the program is evaluated, and some general conclusions are drawn regarding its success. One table is included. (3 references) (Author/EW)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED298923

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

A. INTERNATIONAL

Chapter 35

Some Pointers on Instructional Development in the International Arena

John H. Austin
Amy A. Titus

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Charles Dills

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Instructional development, of course, is going on all over the world. Some countries are able to do their own development, others lack the capability and these look to consultants for assistance. This chapter provides insights into the miriad of considerations which one must make if he/she intends to function as an IDer in the international arena. Contact offices for several international organizations having needs for instructional development is also reported.

IR013308

During the last decade, third-world countries have made significant steps in bringing a higher quality of life to their people. This progress has introduced new technology and management systems in most cases, thus, new instructional development efforts are called for. Many of the developing countries have adopted the traditional educational approaches of the countries which formerly governed them. These approaches usually provide a strong academic background but often do not produce skilled technicians and decision-makers for an improved quality of life.

In recent years funding groups, such as many UN organizations, international banking organizations, and donor nations, have found neither capital investment nor infrastructure development have been as successful as they might be, because of deficiencies in the operation and maintenance of the systems or in the organizations managing them. These funding organizations are implementing new strategies which place much greater emphasis upon training components. Thus, it appears that there will be a demand for instructional development efforts in many challenging situations.

Instructional development in a developing country must speak to the real need for producing personnel who are not only capable of doing their jobs, but who are also effective promoters of techniques such as performance technology and the systematic design of instruction. Meeting this need enables the learners to support and maintain a system that evaluates and upgrades their own and other employees' work performances. An organization or system which provides such training has a greater chance for successfully providing reliable services or products over time.

In the international arena, the instructional technologist is designing and developing for immediate and long-range needs. The first section of this chapter will examine the major types of organizations which require such services, how to prepare for employment in them and important considerations which influence the way in which instructional development occurs in them. In the second section, a case-study is presented in order to give an indication of what the instructional technologist/trainer may encounter in the international arena. The third section examines the rewards available from these activities and summarizes the chapter.

ORGANIZATIONS USING INTERNATIONAL CONSULTANTS[1]

There are four major types of organizations using international consultants. These are:

International Organizations
US Government
Industry
International Public-Service Organizations

The United Nations (UN), as an example of an international organization, uses a quota system based upon nationality in its employment practice, attempting to maintain a balance among its employees and consultants. Thus, it can be difficult to obtain consultancies unless you have specific talents which are unavailable elsewhere. Table 35-1 indicates places to inquire about international consultancies and where you can register.

Many large US manufacturing and consulting organizations do overseas business. Most business is not in instructional technology, but industry does have needs for training to support its products or services.

International public-service organizations, such as the Red Cross or CARE, as well as religious organizations have some training components. These organizations stress the use of personal contact and involvement as a way to find out about these opportunities.

HOW TO GET INVOLVED

International Organizations

Breaking into a consultancy arrangement with a UN organization is often difficult because of the quota system. The best way is to accept short-term assignments with an organization so that your talents become apparent and working relationships can be established. Once you are known it may be feasible to investigate the possibilities of a personal-service contract.

UN organizations often contact US educational institutions or US governmental organizations for recommendations for consultants. It is useful to mention your capabilities, interests, and availability for overseas assignments to these organizations.

If in some other capacity you have done work for a foreign government, that government can recommend you to the appropriate UN organization.

US Government

The Commerce Business Daily (CBD) lists opportunities for consultancies or projects with US Governmental agencies and foreign governments. The CBD also announces recipients of contracts, allowing you to contact organizations which are known to have a project in hand that may have a place for your talents.

The Agency for International Development (AID) publishes a listing of uncoming projects as well as of contracts awarded. Often contractors of AID projects are looking for consultant assistance and need people to perform specific tasks on short notice for a set period of time. Registering your name and talents with these organizations places you in a pool that is regularly accessed for overseas appointments. Minority contractors are another group receiving preference from the US Government. Contacting them can be useful, since they often need short-term assistance.

Table 35-2 shows United States Government organizations that possibly have needs for instructional technologists.

Industry

Occasionally, industries advertise in professional trade-journals for individual overseas openings. In general, private industry prefers to send in-house people, individuals with whom they are acquainted, or individuals who are familiar with the goals of the industry.

Public Service

There are two major types of public-service organizations: religious and volunteer. In both cases it is important to be known by the organizations involved, since they prefer persons with both technical competence and with convictions which are similar to those of the organization. Service to the organization is stressed and thus remuneration is usually not as high as that in other areas of consultant employment.

How to Prepare[2]

You cannot expect to be fully prepared for an overseas job--certainly not as a result of the usual educational experiences. International consulting is not taught in school, nor is the information on its conduct available in the library. However, this does not mean that you must learn everything through experience.

Pre-trip research can be especially helpful to your preparation. For example, it is highly unlikely that one of us will be the first consultant every to bring computer-assisted instruction to Yugoslavia: others have probably already been there. Therefore, you can ask the client what has been done so

---

[1] The following sections have been taken from Titus and Austin, 1980. See the complete paper for more details.

[2] See Foster (1965), and Stewart (1972).

Table 35-1. Possible International Organizations Having Needs For Instructional Technologists.

Organization	Contact Personnel Officer at
AFDB	African Development Bank, Boite Postal 1387 Abidjan, Ivory Coast
AF	Arab Fund for Economic and Social Development, P.O. Box 21923 Kuwait
ASDB	Asian Development Bank, P.O. Box 408 Manila, Phillipines
CDB	Caribbean Development Bank, P.O. Box 408 Wildey, St. Michael, Barbados, W.I.
EXIM	Export Import Bank of the United States, 811 Vermont Ave., Washington, DC 20571
FAO	Food and Agriculture Organization, Via Delle Terme di Caracal Caracalla 00100 Rome, Italy
IAEA	International Atomic Energy Agency, Kaertnerring 11, A 1010 Vienna 1, Austria
IBRD	International Bank for Reconstruction and Development, 1818 H. Street, N.W., Washington, DC 20433
ICAO	International Civil Aviation Organization, International Aviation Building, 1080 University Street Montreal 101, Canada
IDA	International Development Association, 1818 - 17th Street, NW, Washington, DC 20433
IDB	Inter-American Development Bank, 808 17th Street, NW, Washington, DC
IDRC	International Development Research Centre, P.O. Box 8500, Ottawa, Canada K1g 3H9
IFC	International Finance Corporation, 1818 H. Street, NW, Washington, DC 20433
ILO	International Labor Organization, CH 1211 Geneva 22 Switzerland
IMCO	Inter-governmental Maritime Consultant Organization, 101-104 Picadilly, London VIV OAE, United Kingdom
IMF	International Monetary Fund, 19th and H. Streets, NW, Washington, DC 20006
IPC	International Potato Center, Lima, Peru
ITU	International Telecommunications Union, Place Des Nations, 1211 Geneva 20, Switzerland
OAS	Organization of American States, Washington, DC 20006
UN	United Nations, New York, NY 10017
UNCTAD	United Nations Conference on Trade and Development, Plais Des Nations, 1211 Geneve 17, Switzerland
UNDP	United Nations Development Programme, New York, NY 10017
UNESCO	United Nations Educational, Scientific and Cultural Organization, Place De Fontenoy, Paris, France
UNFE	United Nations Program, New York, NY 10017
UNICEF	United Nations International Children Fund, New York, NY 10017
UNIDO	United Nations Industrial Development Organizations, Lerchenfelderstrass 1, P.O. Box 707, A-1070, Vienna, Austria
UNITAR	United Nations Institute for Training and Research, New York, NY 10017
UPU	Universal Postal Union, Welpoststrasse 4, 300 Bern, Switzerland
WHO	World Health Organization, Avenue Appia, 1211 Geneva 24, Switzerland
WMO	World Meteorological Organization, 41 Avenue Guiseppe Motta, 211 Geneva 20, Switzerland

Table 35-2. United States Government Organizations Possibly Having Needs For Instructional Technologists.

Organization	Contact Personnel Officer at
AID	USAID/State Department, Washington, DC 20523
Peace Corps	Peace Corps/State Department, Washington, DC 20523
USIA	United States Information Agency, Washington, DC 20523

far; you can also contact other consultants who have worked on similar projects or who have worked in Yugoslavia.

If you work for a large organization or for a multi-national company there may be in-house resources to help you prepare. If not, then the freelance or small-company consultant can begin doing research by contacting the Department of Commerce, reading World Bank (country sector-studies), obtaining AID materials, searching through various networks to see who has been in that country before or who has performed a similar service elsewhere. It is best to be as well prepared as you can before leaving on an assignment.

SPECIAL PROBLEMS OF INTERNATIONAL CONSULTING

Although a consultant may be an expert in a particular field, that expertise will not, for a number of reasons, guarantee her/his effectiveness in a strange setting. Perhaps the most important reason is the problem of communication, which is discussed in a later section. Other special problems include those discussed below.

Staffing

The sex of a consultant is important to many cultures; thus, opportunities are not equally available to female and male candidates.

Although both experience and education are considered by foreign employers, heavy emphasis is placed upon educational credentials. In many situations, the higher the degree the more desirable the candidate.

Permits

Most developing countries require a variety of permits for persons working on-site. If you are under the auspices of a UN organization, the formalities are handled by the organization. If you are employed by the US government, formalities are usually taken care of by your agency.

If you are a private consultant or are employed by a privated organization, you may need a number of permits, such as a visa, work permit, and tax-exit permit. Each country has different requirements, and you should obtain all the information you can before going into a country. In many cases you will not be able to enter a country without the proper combination of permits, which may take some time to obtain. In some cases, you will need additional documents to exit the country. Both entry and exit documents should be in order.

Project Management

All too often a consultant arrives to carry out an assignment and finds that either his counterpart is not readily available, or that a lack of information hampers his interaction with various departments of the organization involved. In addition, the organization to which you have been sent may be difficult to approach. In such cases, it is important that you deal patiently with the situation. Cultivate both a good sense of humor and the ability to solve many problems on your own.

Travel

Travel in foreign countries is often very different than in the U.S. Confirmed tickets may mean little to a local airline, and local customs dictate who is allowed on the plane. You may need to determine the character of the system in order to get the flight you need.

Personal Considerations

All recommended innoculations should be obtained before leaving the U.S. However, you must stay alert to local outbreaks of diseases and take necessary precautions. Also, make sure that personal needs such as banking, insurance, food, health needs, spare-time activities, and methods for payment of expenses are taken care of. If you do not plan ahead for these things, arranging them after arriving will be necessary and thus may involve considerable inconvenience and expense.

COMMUNICATING IN AN INTERCULTURAL SETTING

Some difficulties in communication due to cultural differences are likely to be encountered. It is important to gain a perspective concerning ways in which cultural differences can effect the conduct and outcomes in training and education, then supplement the insight by examining training

programs that involve cultural differences.

A consultant working abroad in a new environment involving different rules and ways of thinking will find that some of the differences will pose no problems, but that others will. Generally, the areas of communication in which misunderstanding are likely to occur tend to fall into six categories:

Stereotypes
Language
Education and knowledge
Values and beliefs
Social systems and role expectations
Training

Let us look at some examples from these six areas.

Stereotypes

Problems can arise due to the stereotypical notions of Americans held by people in the host nation. Stereotyping, however, is a two-way street; misinterpretations can be made by both you and your host. For example, a consultant who went to a country to assist in the development of a national plan was told by a representative of the government not to use "high-brow" language, because this would intimidate the indigenous people. From experience with previous consultants who has used jargon and developed rigorous plans for the country without really listening to what the Minestry of Education wanted, this consultant found that Americans were thought to be aggressive know-it-alls.

Media, such as films and books, also influence the development of stereotypes. For example, movies can create powerful images which we may expect to encounter in reality, such as the Latin lover, the taciturn New Englander and the Western cowboy.

The ways in which authority is perceived may vary from culture to culture.

Language

An example of language differences involves the different meanings of silence. Silence may connote disapproval or some kind of underlying tension to us; in other cultures it can mean approval and agreement. Furthermore, beyond the obvious fact that people in different countries speak different languages, it is important to understand that even between cultures which speak the same language one word can have different implications.

Education and Knowledge

The amount and kind of education and information about the world possessed by an individual greatly influences her/his actions, problem-solving behavior and attitudes. A consultant might encounter such intercultural differences when working with a community-health worker in designing curricula for educating the members of the community to health care. For example, as one component of the curricula, it may be difficult to convey a concept such as the providing of medicine every three hours. Time, in terms of hours, may be a meaningless concept to people who measure time in terms of events.

Values and Beliefs

A clear example is the value of time. We value punctuality; many traditional cultures have other beliefs about the importance of time, some even consider punctuality to be in bad taste, an insult, or improper.

Social System and Role Expectation

In our culture we expect children at a certain age to go away to college or to get a job and move out of the house. This kind of independence is encouraged. However, this does not occur in all cultures. In many traditional cultures, childen are expected to stay home until they are married. If they work, this money may in part be a contribution to the family's welfare.

The ways in which authority is perceived can vary from culture to culture. For example, we accept the concepts of participatory management, and of the teacher as facilitator. In some cultures, these beliefs of ours are opposed to the images people have of teachers and managers as authority figures.

Training

Our culture supports both inductive and deductive instruction. Materials are often structured so that students test themselves and take some responsibility for learning and searching for underlying concepts. Many traditional cultures stress only the deductive method. If people have learned by this method from an early age, they may be confused when an inductive approach is suddenly introduced in a training situation. There are training programs in the U.S. which train consultants in these communication issues. They are designed to facilitate intercultural communication, and in so doing, help the person going abroad to be more effective.

Types of Programs

There are two types of programs: survival programs and competency programs:

Survival programs focus upon the culture, identifying aspects which make a culture and its people distinctive. They describe such things as necessary phrases in the local language; body language manifestations; appropriate dress and appearance, such as the leisure and business garb of a culture; food and eating habits. The beliefs and attitudes of a culture are emphasized. The participant will also learn that cultures have different ways of reasoning; are conscious of dif-

ferent rewards and recognitions and relationships-values; and have different senses of space and time.

Competency programs are geared more toward giving participants a way to "see" aspects of the culture and to recognize them in terms of themselves. Cultural self-awareness and intercultural communication are stressed, indicating that we must be able to analyze our own behavioral patterns first. Knowing the indiosyncracies and characteristics of a foreign culture does not necessarily aid us in working with them. We need to know where we are coming from; then we have a basis from which to see differences in human interactions involving other cultures.

Thus, for an international consultant to be able to contribute to the achievement of some goal within a culture different from his own, a knowledge of cultural differences and of intercultural communication is necessary.

A CASE STUDY (APPLYING THE CONCEPTS DESCRIBED ABOVE)

Background

A developing country had contracted with a large consulting firm to design, supervise construction, and start up a large industrial installation. Portions of it were situated in six different locations in the country, but would be interconnected with pipelines and a radio communications network. A trainer with expertise in the technical area was called in to assist the consulting firm in developing and implementing a training plan for the country. He soon found that experience in instructional system development was of more immediate need than his technical training expertise.

Selection of Trainees

The government insisted that all trainees come from the employees already within the industry insofar as this was possible. Seniority was to dictate the order of selection. Any employee who was otherwise eligible, but was within two years of retirement, was not to be selected. Several hundred employees were to be trained to operate and maintain new facilities. The trainees were to be separated into three levels of operators and three levels of superintendents.

Twenty candidates were selected for the first effort. After several weeks of instruction, 80 percent of them had dropped out, mostly for personal reasons relating to housing (loss of government-supplied housing in new program), finance (a cut in pay in the new job), location (relocation of their families), return to shift work, health, increase of responsibilities of the new job, rigors of the training program, and standards of performance required in the new program. As a result of this, the trainer, in cooperation with the government training staff, developed a screening program for use in interviewing potential candidates. This program was carefully explained to the union and to management, and was accepted. The innovation here was that employees had some say in their personal and professional future through the discussions and feedback they received during the screening.

Successful candidates were then exposed to additional situations in which they were tested more rigorously. (Samples of subsequent self-study materials we given to them and their performance (reading and comprehension abilities) was evaluated. Sessions were held daily on various aspects of the program, and each candidate was evaluated on attendance, punctuality, classroom performance, field trip performance, oral presentation, written exams, and oral exams.) At the end of this exposure each candidate was given an in-depth critique of past performance, and was oriented to the forthcoming workshops and activities. If the candidate measured up to basic competency criteria, he was sent on to be evaluated on advance competency criteria.

The initial step was to involve the trainee with the plants to which he would eventually be assigned. This included reviewing design and construction drawings, visiting the site, reviewing manufacturer's literature, having discussions with the contractor and manufacturer's personnel and reviewing operations and maintenance manuals. Then the trainees completed a workshop on performance problem solving. This was followed by technical workshops on various aspects of plant operations. Successful completion of these events brought about an assignment to a plant to gain experience.

It was found that employees in this system had previously received very little formal feedback on their performance. For the most part, advancement up the career ladder has been based on serving time. Good or bad performance had little to do with advancement. The constant feedback used in the reorganized training program was well liked by the trainees since it helped them improve their performance.

Objectives of the Training Program

The following broad objectives were developed for the training program:

- Development and imlementation of a training program for personnel to be assigned to the six new plants
- Upgrading of present personnel to fill these positions
- Development of the capability in these trainees of analyzing performance problems and developing solutions for these problems
- Development of the skills in these trainees to develop job aids for operational and maintenance procedures
- Preparation of each trainee to serve as a trainer in the position he is assigned
- Development of the skills in these

trainees to evaluate training materials, operations and maintenance manuals, job aids, their fellow employees and themselves, and

- Development of the knowledge and skill to operate, maintain and manage the plant to which they were assigned.

Objectives of the On-the-Job Training

The purpose of the on-the-job training during plant start-up was to:

- Allow the trainees to become familiar with the operations and maintenance features of the plants. The trainees actually operated the plant, with guidance as needed.
- Validate the operations and maintenance manuals produced by the consultant and become familiar with the manufacturers and suppliers' manuals.
- Perfect skills in performing and analyzing quality control tests and make process control decisions based on the test results.
- Permit superintendent candidates to obtain experience both as an operator and as a superintendent.
- Gain supervisory experience of all plant personnel, evaluate performance of these personnel, make decisions about plant operations and process control, develop an inventory system for supplies and materials and prepare budgets.
- Permit operators to obtain experience at their substantive position and the next higher position, should they be assigned to such a post.

Many of the trainees were able to have assignments at several plants. Thus, their field experience better equipped them for whichever plant their eventual assignment would dictate.

Trainee Involvement in Their Own Training

One of the major purposes of the training program was to prepare the trainees for their new positions in the plants. Since they were to be the superintendents and senior operators, their duties included training of other staff members as they were assigned to the plants. Thus, opportunities were provided throughout the training program to obtain experience as a trainer.

Throughout the program each trainee was given many opportunities to communicate orally. Many of them had never done this in front of a group, and it proved to be a traumatic experience for them. Early in the program they were asked to make a presentation concerning their own background. This was followed by their analysis of problems encountered in their own work situations. During the sessions of orienting them to the new plants they were broken into small groups and were required to analyze certain aspects of the plant design, and to explain these features to their fellow trainers.

During the training program for these personnel selected as potential supervisors for the new plants, it was found that many candidates were not aware of the services, responsibilities and duties or personnel in other divisions. To overcome this, and to better prepare these persons who were to receive responsible positions in the new plants, a guide was prepared to assist new supervisory personnel in becoming familiar with the internal workings of the organization. This guide pointed out:

The persons and groups that should be included in the orientation program.

The topics that should be discussed in this orientation.

A schedule for carrying out this orientation.

The role of the supervisor of the employee receiving the orientation.

Early in the planning for the training program it was decided to strengthen the trainees capability in analyzing performance-problems, and, in developing training, to correct knowledge and skill deficiencies. Two workshops were given to the trainees. The objectives of the performance problem-solving workshops were to assist trainees in:

Gathering data to specify performance-deficiencies in their workers.

Setting priorities for solving these problems in order to benefit the organization.

Determining the cause(s) of the performance problem(s).

Deciding upon the best solution(s) to the problem(s); and

Selecting the most cost-effective solution.

In order for the trainees to put this material into use in their assignments, a group of them prepared documents to assist with the effort. The documents "Performance-Problem Analysis Field-Book" and "Job-Aid for the Use of Performance-Problem Analysis Field-Book" were used by a number of trainees in the field and revised as necessary. They are now being used to supply information or training needs to the training center.

A second workshop entitled "Job-Aids Workshop" was given to many of the trainees. It was decided that each task in the operation and maintenance area would be described in a job-aid. These would be available on the job and for training of personnel. The objective of the "Job-Aid Workshop" was to assist trainees in:

Describing master-performance in sufficient detail for use in job-aid development.

Deciding when to use total recall, a pure job-aid, or a mixture of job-aid and recall in actual job-performance situations.

Deciding upon the format of job-aids for guiding various types of job performance.

Preparing job-aids, including:

Checklists

Cookbooks

Algorithms

Work Sheets
Decision Tables
Combination of the above

Testing a job-aid.

Since our major aim of the training program was to prepare each trainee for his role of trainer in his new assignment, trainees were selected to be a part of the instructional staff of the performance-problem-solving and job-aids workshop. Each workshop has a workshop director who was responsible for overall planning, making assignments, and directing the workshop. The director was assisted by lead instructors who were each in charge of presenting a module of instruction. Their duties included introducing the concepts in the module, leading a discussion of its contents and practice exercises, and directing the completion of worksheets.

The lead instructor was, in turn, assisted by other lead instructors and by a group of assistant-instructors. This group was available for providing one-to-one assistance to the trainees in the workshop. They gave assistance with clarifying material in the self-study modules, practice exercises, and worksheets. In the early workshops, the author and his staff played all of the above roles. Later, two of the trainees were selected to serve as assistant-instructors. After this, trainees were selected to serve in all three roles. Assistance was given in the planning and conduct of the workshop when needed. During the workshop breaks (three or four times per day) the entire staff was gathered together and the performance of the staff discussed. Each problem was analyzed and discussed regarding what to do in the future to prevent its recurrence. Even though the trainer was in the workshop most of the time, she/he did not intervene or prompt the instructor. The situation was allowed to develop and the instructor involved solved problems as best he could. The discussions at the breaks were devoted to a review of the situation and a decision about what to do in the future. The trainer kept critique sheets on each instructor's performance. These were reviewed with the instructor and his peers. This approach turned out to be a great learning experience for the trainees. Not only did it increase their own knowledge of the subject-matter and their ability to implement it, but it gave them greater confidence in handling training situations. Just as important, the training program became their program, not just one presented to them by outsiders.

Eventually the two workshops were run entirely by qualified trainees. Assistance was given during the planning only when requested. The success of this effort is being demonstrated by the performance of these trainees in their field-work.

Two aspects of the work performed by the trainees assigned to the plants were to develop job-aids to assist in plant operations and to maintain and train new operators as they were assigned to the plant. Each trainee reviewed the Operation and Maintenance Manual for their plant along with manufacturer's bulletin and design specifications and drawings. Using these documents, along with the operational experience gained at the plant, the operators generated the basic material for a job-aid. This team had members who had also taken the job-aids course and who were familiar with the production process. They worked with the operator at the plant in recording required information. They would then transfer this information into a format suitable for use on the job. After it was checked by the operator as to correct technical content, it was fieldtested by other operators in the same or different plants. Revisions were made as necessary until it met the development standards. The job-aid was not approved for use until it has been used by new trainees and they had performed satisfactorily with the assistance of the job-aid.

Services provided by the team included drafting job-aids, providing graphics, checking the clarity and appropriateness of language and validating technical content. The ultimate test provided by the team was to validate the usefulness of the job-aid to a new trainee in performing her/his tasks on the job. Often a job-aid produced at one plant could be used with slight modifications at another. Assistance was given with this. This assistance greatly reduced the amount of time taken to produce job-aids for all the plants.

Evaluation

Some of the unique features of this training program were the various types of evaluation used, how these were developed, and the feedback mechanism they used. A number of forms were developed for use in various aspects of the program. The use of these forms during the workshops and early training differed from the customary system used in the organization. The normal evaluation conducted by supervisors and kept on file in the Personnel Division, was not available to the employee. Normally, an employee only received an indication of her/his evaluation when there was something detrimental about it. If she/he was doing an adequate or even an exemplary job, there was no feedback provided.

In the performance-appraisal system developed for this program, several departures were made from the usual practice. Based upon the various forms used in the screening process and during the workshop-training period, the trainees became acclimated to the continuous evaluation procedures. In fact, the first class helped establish what would be evaluated and what standards would be used.

Information from these evaluations had been used to improve individual as well as group performance. Feedback was given constantly on performance, and the trainees realized that this was meant to be constructive. Moreover, they soon learned to accept it in this light. Thus, they asked that this be continued in their field placements.

Each trainee-superintendent was asked to complete these forms on a monthly basis. Assistance was available from the training staff in interpreting the factors being evaluated. It should be remembered that this appraisal activity was a new experience for the trainee-superintendent who was given the opportunity to discuss the appraisal with the trainee, either alone or in the presence of a member of the training staff. In most cases, the trainee-superintendents had sufficient self-confidence to carry out the interview on their own. Occasionally assistance was requested. All trainees were aware that this appraisal system was an outgrowth of the performance problem-solving workshops which they had just completed and was one way in which to apply the methodologies they had learned. In addition, they had played a part in the development of the forms and evaluation system and were interested in its utility. Most important, they were interested in their own performance and were constantly seeking constructive feedback concerning their strengths and weaknesses and ways in which they could improve.

Some Conclusions

The success of the training program for operational personnel is attributed to two major reasons: namely, the continuous and extensive involvement of the trainees in their own training program, and the in-depth evaluations with feedback that were used throughout the program. Not only was there a noticeable improvement in the knowledge and skill of the trainees in their day-to-day tasks, but also in their ability to analyze and solve problems. Just as important, they developed a positive attitude toward the training program and many felt that the program was theirs. This attitude was noted not only the trainees closely associated with the program but also by the consultants, management, and union representatives.

The benefit of the application of instructional development techniques was also demonstrated by the capability of the operators and superintendents in running their plants. The self-confidence developed by the operators and superintendents during their training carried over into their performance at their plants. This was shown in comments from their supervisors.

REWARDS AS AN INSTRUCTIONAL DEVELOPER IN AN INTERNATIONAL SETTING

International consulting is rewarding from the standpoint of allowing the instructional developer to travel and learn more about other cultures and the relationships of these cultures with their own. Professionally, instructional developers are afforded an opportunity to try their expertise in a variety of situations and to develop a broader perspective, which provides insights to be utilized not only in continued overseas consulting but also in domestic consulting. Often overseas consulting brings instructional developers into contact with trainees who have never had a chance to really learn. They have always been told what to do and how to do it, with little feedback provided to them during the learning process. The techniques used in performance technology often assist the trainee in developing self-esteem and decision-making ability; thus, they feel that the job is now theirs, that they should do it well, and that they are not working for someone else. Watching this process unfold can be one of the more rewarding features of overseas consulting.

SUMMARY

The consultant has available a variety of avenues for approaching the international marketplace. Four main areas are identified: international organizations, the U.S. government, industry, and international public-service organizations. Different kinds of work geared to meet the needs of each particular organization are available. The services provided are basically: (1) the transfer of technology through training, and (2) the design of instructional programs to provide assistance in areas of need (i.e., where the expertise is not readily available in the requesting country). To become successful participants in this arena, the consultants must prepare themselves for overseas work involving travel in and adaption to a different environment and culture. Recognizing and dealing with these special considerations is vital to such a mission.

REFERENCES

Foster, Robert J., 1965. Examples of Cross-Cultural Problems Encountered by American Working Overseas: An Instructor's Handbook. HumRRO Division #7 Human Resources Research Office, Alexandria, VA.

Stewart, Edward C., 1971. American Cultural Patterns: A Cross-Cultural Perspective. Chicago, IL, Intercult Press.

Titus, Amy A. and Austin, John H. "International Consulting", Journal of the National Society of Performance and Instruction. November, 1980.